

Crisis Communication Strategies in Addressing Internal Conflicts Among Scout Members at State Junior High School 3 Losari Department of Communication Studies Faculty of Social and Political Sciences

Adhnen Eghy Dermawan, Farida Nurfalah*, Abdul Jalil Hermawan

Universitas swadaya gunung Jati, Indonesia

Email: adhneneghy@gmail.com*, farida.nurfalah@ugj.ac.id,

abdul.jalil.hermawan@ugj.ac.id

Keyword:

Internal Conflict; Crisis Communication; Scouting; Situational Crisis Communication Theory (SCCT); Organizational Reputation

Abstract

The school setting plays a key role in shaping students' character and leadership through scouting activities; however, internal dynamics can lead to conflicts that may escalate into crises, making effective conflict management and communication essential for maintaining organizational reputation. This study examines the internal issues and communication tactics of the scouting organization at State Junior High School 3 Losari, and explores how these factors shape the organization's image. A qualitative descriptive approach was employed, with data gathered through in-depth interviews, observation, and document analysis, then analyzed using Coombs' Situational Crisis Communication Theory (SCCT). The findings reveal that unequal distribution of responsibilities, communication breakdowns, and differing perspectives are the primary sources of internal conflict, which are addressed through crisis communication mechanisms including denial, consequence mitigation, relationship building, and problem-solving collectively helping to restore trust, unity, and organizational reputation. While the study underscores the importance of clear communication in scouting organizations, its limitations in scope and potential subjectivity suggest the need for future research with broader focus and more diverse methods.

INTRODUCTION

Extra-curricular organizations such as the Scout Movement (Pramuka) play a vital role in education by developing student skills, including leadership. Research consistently confirms that scouting activities foster discipline, teamwork, and civic responsibility among adolescents (Sambiasinio & Plaza, 2025). However, these organizations are susceptible to internal crises. At State Junior High School 3 Losari, frequent conflicts arise between the core leadership and the broader organizational membership due to differing views on programme implementation, unequal distribution of responsibilities, and recurring misunderstandings. These tensions are further compounded by the emotional volatility of adolescence and high membership turnover, which together cause division, weaken organizational unity, and risk damaging the scouting image among students, parents, and the wider community ultimately threatening the troop's long-term sustainability. This aligns with Coombs' (2007) definition of a crisis as an unexpected event that threatens stakeholder interests. Organizational crises are negative events that can seriously damage an organization's reputation and performance if left unaddressed (Ndone & Kyriakopoulos, 2025). A key aggravating factor is that organizational responses to

conflict tend to be reactive rather than systematically managed, with unclear communication guidelines giving rise to rumors and uncertainty, particularly when mentors and senior leaders fail to communicate openly. Effective internal crisis communication is vital for managing uncertainty and maintaining trust within organizations, particularly when leaders communicate clearly and empathetically during periods of conflict (Coombs, 2022). As Wulandari et al. (2021) note, an effective strategy incorporating both communication and management elements is essential for shaping the knowledge, attitudes, and behaviors of a target group.

Most existing research on crisis communication focuses on corporate or public institutions with an emphasis on external image restoration (Citrawijaya et al., 2024), leaving a gap in understanding how internal conflicts are managed within youth and non-profit organizations, particularly in scouting contexts. Non-profit organizations face distinct reputational risks during crises because stakeholder trust and donor confidence are closely tied to organizational integrity (Kim et al., 2023). Relevant prior studies point in this direction: Rakhmaniar (2024) highlights the role of narrative approaches in building mutual understanding amid internal conflict in youth organizations, while Efendi et al. (2023) demonstrate that open dialogue and active member involvement strengthen organizational resilience under internal pressure. Internal conflict arising from communication gaps and unequal workload distribution is a common source of organizational dysfunction that can escalate if not proactively managed (Rai et al., 2024). However, neither study specifically examines the application of Situational Crisis Communication Theory (SCCT) in a junior high school scouting context, which this study seeks to address.

This study contributes to crisis communication scholarship by applying SCCT within a non-profit, youth-focused Indonesian organization a context that differs meaningfully from the corporate setting in terms of its emotional dynamics and structural characteristics. SCCT has been increasingly applied across diverse organizational contexts beyond corporations, demonstrating its utility in guiding communication strategies that match the level of crisis responsibility (Claeys & Coombs, 2020). Practically, the findings offer guidance for more structured crisis management in extracurricular settings, with key recommendations including the designation of a spokesperson, clearer message framing, and more effective use of internal communication channels to counter rumors. As Dardis and Haigh (2009) emphasize, proactive crisis communication management is essential for preventing negative perceptions and protecting organizational reputation among stakeholders. Accordingly, this study pursues four objectives: (1) to describe the types of internal conflict driving crisis communication in the Scout organization at State Junior High School 3 Losari; (2) to analyze the crisis communication strategies employed by leaders and members to resolve internal conflict; (3) to examine how these strategies are implemented to restore organizational relationships; and (4) to assess the role of crisis communication strategies in shaping the organization's image. Theoretically, this study enriches the application of SCCT in adolescent-based non-profit organizations and contributes to the development of communication models suited to voluntary youth organizations. Practically, it provides scout coaches and administrators with actionable guidance for handling conflict, rebuilding member trust, and maintaining the organization's reputation and offers a foundation for future comparative research across other youth organizations using more diverse methodological approaches.

METHOD

This study employed a qualitative descriptive approach to examine how crisis communication strategies are implemented in addressing internal conflicts within the Scout Movement at State Junior High School 3 Losari. This approach was selected for its ability to capture how crises unfold in real contexts, drawing on direct interaction with informants and emphasizing the exploration of meanings, contexts, and social realities (Sugiyono, 2023). Participants included scout leaders, active members, and school administrators, all of whom provided firsthand accounts of crisis communication strategies employed during conflict situations, analyzed through the lens of Coombs' Situational Crisis Communication Theory (SCCT, 2007).

Data were collected using interview guidelines, observation sheets, and documentation of scouting activities. Informants were selected through purposive sampling, prioritizing individuals with substantial knowledge and direct experience relevant to the research, including the scout leader, the scout council, and currently active scouts at State Junior High School 3 Losari. Data collection methods consisted of in-depth interviews, observation of ongoing activities, and review of relevant documents. Triangulation was applied to strengthen the trustworthiness of the findings.

Data analysis followed the interactive model proposed by Miles and Huberman (1994), encompassing three stages: data reduction, data display, and conclusion drawing. This process was intended to produce a clear and comprehensive picture of the crisis communication dynamics operating within the scouting organization at State Junior High School 3 Losari.

RESULTS AND DISCUSSION

The scout movement can be defined as an organization of non-formal education that supplements formal education in the school environment. Through the implementation of various activities carried out by scout movement, it would create a younger generation of humans who have values and also social competence and practical ability. The word *pramuka* is an abbreviation from *Praja Muda Karana* which generally can be understood as 'young people who want to carry out and progress (Gerakan Pramuka Kwartir Nasional, 2024)'. Although it has positive and ideal goals, it doesn't mean that organization always goes without problems. Like any organizations, the Scout movement has dynamics in the form of conflict that eventually causes the communication crisis, based on this concept then, the writer would analyze the crisis communication in the Scout movement at State Junior High School 3 Losari.

The study conducted at State Junior High School 3 Losari which focused on the Scout movement on the crisis communication process of conflicts that occur in the scout movement and how the management of the conflict by the leaders, teacher, parents, council scout members and active members, used a descriptive qualitative approach. The researchers did observations and examination of the activity reports, minutes of meeting about the activity evaluation and other supports which used for checking its validity by triangulation from the interviewing process, observations, and documents, then analyze it by using Situational Crisis Communication Theory (SCCT) by W. Timothy Coombs (2007b) based on literature review.

Forms of internal crisis that become the trigger of communication crisis.

From observation and interviews, crisis that occurred within the Scout movement in State Junior High School 3 Losari basically stemmed from three things, difference of perception among its members on work program execution, distribution of responsibility not proportionally among members, and communication problems among its members. The differences in perception occurred when Scout council discussed which activity to prioritize since there were members who considered the necessity of teaching basic skill while some other thought that social activity is more necessary.

The problem began to heat up until it led to a dispute among the members after they initially argued on a professional point of view. According to some informants, members also often perceive that there was an unfair division of work and additional responsibility distribution in a specific case in which not all members were being given extra duty where only 5 out of 22 students were assigned to do it. The members felt indignant about it, then they started talking about it on several places through gossip and rumors.

The documents such as activity report and minutes of meeting evaluation showed that many misunderstanding occurred because communication was unstructured and chaotic. The factor that causes these misunderstanding was because the teenagers were still young and ego were stronger in each individual, especially during communication through WhatsApp Group. Digital communication platforms such as WhatsApp groups, while facilitating connectivity among youth, also create environments susceptible to misinterpretation and conflict escalation due to the absence of nonverbal cues and delayed responses (Kreuder et al., 2024). Lack of direct communication, inappropriate choice of word and slow response can bring the problems to become serious. As described by W. Timothy Coombs (2007a), crisis, then, represents an unexpected and potential disruptive event that can affect an organization's stakeholders, if it is not appropriately responded, crisis can damage the organization's image and reputation.

Actually, crisis within the Scout movement demonstrates the management of organization which works with young and volunteering individuals. As explained by (Wulandari et al., 2021), when there is lack of order in organizational communication, the emotions that exist among members may intensify. Research on internal crisis communication confirms that leaders who communicate clearly and empathetically can reduce emotional escalation and support member psychological wellbeing during organizational disturbances (Heide & Simonsson, 2024). Unlike (Nurhasanah, 2022)'s research on youth entrepreneurship organization, whose crisis caused mostly by external factors, crisis experienced by Scout at State Junior High School 3 Losari are caused by internal problems with highly emotions. Given that internal problem causes crisis, this condition really implies that the organization (leaders) will bear higher responsibilities to manage the crisis. Scholars have emphasized that leaders in youth-based organizations bear a greater duty of care compared to corporate settings, as members' emotional investment in the group is deeply tied to identity and belonging (Bartlett & Yemini, 2025).

Crisis communication strategies conducted by leaders and members of Scout in State Junior High School 3 Losari.

Level of Responsibility (Crisis Responsibility)

In Crisis Responsibility of the Situational Crisis Communication Theory (SCCT), it is stated that organizational responsibility level for a conflict and crisis are varied, since how the stakeholders perceive organization is based on how stakeholders assume who cause the crisis so that organization responsibility level differs. SCCT provides an evidence-based framework that links the type of crisis, the organization's prior reputation, and its crisis history to determine the most appropriate communication response strategies (Coombs, 2007). Ndone and Kyriakopoulos (2025) further argue that crisis situations are rarely static: as new information emerges, stakeholder perceptions of responsibility can shift substantially, requiring adaptive communication responses throughout the crisis lifecycle. Crisis Responsibility level can be divided into three categories. The first level is the low level of responsibility which occurs when organization is perceived as a victim, and external factors become the main cause of the occurring crisis. Thus, the public's demand for accountability is relatively low. The second level is a moderate responsibility which occur when the organization's involvement is not direct, or it may occur because of negligence, but the organization still holds a certain responsibility toward it. The third level is the high level of responsibility when the crisis is perceived as the main fault of the organization; this situation occurs because of the mistakes and negligence within the organization itself. In this level external pressure toward organization is highly intense.

According to the SCCT framework, the level of responsibility for the Scout movement in State Junior High School 3 Losari mostly belongs to low-moderate level of responsibility. This is caused by its conflict nature which tends to be simple such as misunderstanding, communication gap and other issue related with members' attitudes which are not really related with the system of the organization itself but rather relates with guidance and changes toward its member's attitude toward the activity. From the finding of the study, leaders and administrators of the Scout movement are not viewed as a cause of conflict but rather as persons who have duties and responsibilities to resolve conflicts. Ethical leaders who manage conflict cooperatively rather than competitively are more effective at building high-quality relationships with members and fostering mutual trust within organizations (Tjosvold et al., 2020). Thus, the leadership role tends to take the strategy that gives more guidance and warning and modification in terms of attitude of members, instead of severe sanctions and strong sense of accountability for the whole organization. One of the informants stated, "actually the cause of problem was not because of external factors in the organization but due to the member's own mistake." Accordingly, responses are carried out in a calm manner, particularly in addressing rumors, while members are advised not to spread unverified information.

Efforts to resolve conflicts are primarily conducted through direct communication that upholds the values of the Scout Law. According to the Scout leaders interviewed, maintaining a positive image of the organization is essential to avoid misunderstandings within the wider community and to ensure that they can continue to act as mediators. Since conflicts are often driven by communication gaps, personal pride, and members' busy schedules, the strategies adopted involve open communication and internal mediation using a more personal and

gentle approach, suited to members who are still in their teenage years. This reflects the core principles of Scouting education, which emphasize learning, character formation, and personal responsibility.

Prior Relational Reputation

According to the concept of relational reputation proposed by W. Timothy Coombs (2007), the way a crisis is perceived by the public is closely influenced by the organization's prior relationships and image. In other words, crises are not judged in isolation, but through the lens of past experiences and existing impressions. When the organization has built a good reputation, the stakeholders and audience are more understanding, will readily forgive and accept explanation, and will tend not to place blames immediately. Organizations with established positive reputations are better positioned to weather crises, as prior goodwill functions as a buffer that mitigates stakeholder anger and reduces the severity of reputational damage (Nöhammer et al., 2023). If it has not built a good reputation, it will be easier to be attacked by the crises in certain extent because low trust will easily create stronger response from public. This underscores the importance of sustained, proactive reputation management even during periods of organizational stability, before crises emerge (Eaddy, 2021).

From the finding in the Scouting organization in State Junior High School 3 Losari, the condition of having a good reputation will diminish the severity of the crisis because the public has had the perception that the organization and members are orderly and mature in handling their own organizations. On the contrary, poor reputation can make the organization much easier to get a rapid attack and criticism. Therefore, leaders and central members should actively build an organization with good reputation by, among other things, promoting transparency in conducting the communication, clearly convey the message that the organization has a way to manage the problems effectively, and conducting constructive steps by solving the problems internally, reassuring its members and also guiding its members toward better attitude.

Implementation of a Communication Strategy in the Restoration of the Scout Organization's Relationships

This study found that, in addressing internal conflicts among members of the Scout Troop at State Junior High School 3 Losari, the scoutmaster applied several crisis communication strategies. One of the primary approaches identified was denial. However, this strategy was not employed to avoid responsibility; rather, it functioned as a means to correct the perception that the organization was the sole source of the conflict. The scoutmaster emphasized that the issues did not necessarily originate from organizational policies or decisions, but could also arise from misunderstandings, ineffective communication, or differing perspectives among members. In this context, denial served as a form of clarification. The scout leader wanted to convey to the organization the cause of conflict in order to avoid external factors placing the responsibility upon the organization immediately. Simultaneously, the organization maintained its readiness to have internal weaknesses assessed to ensure that troubleshooting measures are based on actual conditions instead of presumptions. Further findings also indicated that conflict was often initiated by a lack of communication and an inadequate distribution of tasks and responsibility including incomplete information and a misunderstanding. Therefore, problems were associated with coordinating gaps and structural mistakes. To counter such problems, the

scout leader had adjusted his communication practices by having group discussions with group leaders on a regular basis, thereby allowing members to communicate openly and also share information so that similar problems were not reproduced.

The second method is the diminished approach, where the leader will try to attribute the cause of conflict to a misunderstanding rather than intentional wrongdoing, and state that the conflict did not really have any major impact on the operations of scouting activities. This can be demonstrated through conversations in open dialogue by encouraging members to convey their opinions. As an attempt to create a better understanding of the organization, the relationship rebuilder method was implemented in the organization, where leaders took the initiative to apologize directly to prove they were responsible, in addition to maintaining a good relationship with members, thereby displaying an understanding of the existence of flaws. Apology strategies are particularly effective at rebuilding organizational trust after conflict when they acknowledge responsibility and demonstrate a genuine commitment to improved behavior (Zhao et al., 2020). After conflicts had occurred, members would convene at an open forum where issues were discussed. Disputes were moderated and unity among members was promoted through group activities that fostered members' mutual understanding, better communication, and a stronger sense of togetherness. Open dialogue and mediation serve as powerful mechanisms for rebuilding interpersonal trust and organizational cohesion after internal conflict, allowing members to express grievances constructively and reach mutual understanding (De Waele et al., 2020). Generally, it can be said that it often took the form of relaxed conversations or group discussions where members could express themselves frankly, learn more about one another's perspectives, and learn to communicate and collaborate with each other more productively. Meanwhile, both the leader and the committee made a commitment to improve communication and provide a safe environment where trust could be re-established.

The last strategy was the bolstering strategy; the scouts at State Junior High School 3 Losari highlighted their success and other achievements in an attempt to remind each other of the meaningful activities they participated in, the school events they were involved in, and how discipline was exhibited during activities, so that members would be proud of themselves and of their organization. Their success and achievements were displayed throughout routine training sessions and during leadership communications to all members, and were also publicized to the wider organization through activity reports, presentations, and school bulletin boards or wall newspapers. The leader also stimulated members to be proud of themselves and their organization through motivational messages about scouting values and through members' participation in meaningful activities. Research on youth development programs confirms that recognition of achievements and reinforcement of organizational pride are critical for sustaining motivation and group cohesion among adolescent members (Samblasinio & Plaza, 2025). The latter was particularly important during the conflict-related events when the members may have lost their confidence. Thus, by instilling pride in the members, their motivation will be boosted, enabling members to have solidarity and work towards the organization with greater perseverance and persistence. Ultimately, such strategies aim to instill unity in the organization. Hence, it can be argued that scouting is not simply an activity but rather an organization with close bonds, brotherhood, cooperation, and care so that unity can be restored among its members.

The Function of Crisis Communication on the Organization Image of the Scouting Organization at SMP N 3 Losari

It can be observed that the implementation of crisis communication strategies by the Scout leader at State Junior High School 3 Losari benefited the organization's image and the internal relationship of the organization. With the support of the denial and diminish strategies, members felt their negative perceptions could be quickly managed, and internal misunderstandings were presented as the reason behind the conflict, rather than a mistake made by leaders and management. Studies confirm that when organizations apply matched crisis response strategies aligned to the perceived level of responsibility, stakeholder perceptions of the crisis are mitigated more effectively and organizational reputation is better preserved (Ki & Brown, 2022). Other implemented strategies like the relationship rebuilders strategies (e.g., apology, mediation) and group discussions have been shown to create stronger solidarity and better mutual understanding among members, making internal conflict have no great impact on their coherence. Crisis communication effectiveness in internal settings depends significantly on the quality of pre-existing employee-organization relationships, with stronger relational foundations enabling greater acceptance of crisis messages and faster trust recovery (Kim & Sung, 2019).

In addition, the use of supporting strategies (e.g., sharing positive things, achievement recognition) helped to make the members remember their significance to the organization and to enhance the sense of pride they held towards the organization, as well as their sense of loyalty. Consequently, the Scouting organization at State Junior High School 3 Losari possesses a reputation as a flexible and responsive organization, with the capacity to handle conflicts constructively, and as a result, an image which is supported and admired by the school community. Additional benefits include members' greater confidence in their organization, a decreased likelihood of a conflict reoccurring, a stronger bond of fellowship, and character values such as the Scout Law strengthened. All this demonstrates the fact that crisis communication strategies were effectively implemented on the organizational image and continuity of the scouting program at SMP N 3 Losari.

CONCLUSION

Internal conflicts were found to be unavoidable occurrences within the organization, often resulting from disparate perspectives of members, uneven work distribution, and insufficient communication, but they were not prolonged to the stage of crisis due to effective crisis communication strategies implemented within the organization. These strategies included denial, crisis mitigation, relationship rebuilding, and supporting communication practices that succeeded in strengthening solidarity and enhancing mutual trust among members, which were able to maintain the organization's image among school members, and as a result strengthened its organizational coherence. These findings are consistent with research demonstrating that organizations employing proactive and structured crisis communication approaches achieve more stable reputational outcomes and greater stakeholder cohesion than those relying on reactive responses. In terms of the theory and research practice of communication studies, findings from the study suggest the need to consider the roles of organizational image, history of crisis and degree of responsibility for

internal public perception in organizations. The application of SCCT in non-corporate, youth-based organizations expands the theoretical scope of the framework and highlights the need for context-sensitive adaptations of existing crisis communication models. The study, however, is subject to certain limitations, specifically focusing solely on one school so that the findings may not be generalized to other institutions. Future studies may aim to collect data on a larger number of schools or comparative organizations, include different research methods for study, and analyze the long-term effects of these strategies on organizational culture and members' performance.

REFERENCES

- Bartlett, T., & Yemini, M. (2025). Exploring extracurricular clubs in high schools as third spaces for developing youth activism and critical engagement. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.70034>
- Claeys, A.-S., & Coombs, W. T. (2020). Organizational crisis communication: Suboptimal crisis response selection decisions and behavioral economics. *Communication Theory*, 30(3), 290–309. <https://doi.org/10.1093/ct/qtz002>
- Coombs, W. T. (2022). Situational crisis communication theory (SCCT): Refining and clarifying a cognitive-based theory of crisis communication. In A. Diers-Lawson (Ed.), *Handbook of crisis communication* (pp. 213–228). Wiley-Blackwell. <https://doi.org/10.1002/9781119678953.ch14>
- De Waele, A., Schoofs, L., & Claeys, A. S. (2020). The power of empathy: The dual impacts of an emotional voice in organizational crisis communication. *Journal of Applied Communication Research*, 48(3), 350–371. <https://doi.org/10.1080/00909882.2020.1750669>
- Eaddy, L. L. (2021). Unearthing the facets of crisis history in crisis communication: A conceptual framework and introduction of the crisis history salience scale. *International Journal of Business Communication*, 58(4), 576–602. <https://doi.org/10.1177/2329488420988769>
- Heide, M., & Simonsson, C. (2024). Internal crisis communication: Exploring antecedents and consequences from a managerial viewpoint. *Frontiers in Communication*, 9, Article 1444114. <https://doi.org/10.3389/fcomm.2024.1444114>
- Ki, E.-J., & Brown, K. A. (2022). The effects of crisis response strategies on relationship quality outcomes. *Journal of Business Communication*, 50(4), 403–420. <https://doi.org/10.1177/2329488422110>
- Kim, H. J., Park, J., & Lee, Y. (2023). Crisis communication and organizational trust in non-profit organizations: Examining stakeholder responses to reputation threats. *Public Relations Review*, 49(2), Article 102306. <https://doi.org/10.1016/j.pubrev.2023.102306>
- Kim, S., & Sung, K. H. (2019). Exploring crisis communication in the internal context of an organization: Examining moderated and mediated effects of employee–organization relationships on crisis outcomes. *Public Relations Review*, 45(3), Article 101763. <https://doi.org/10.1016/j.pubrev.2019.04.002>
- Kreuder, A., Frick, U., Klütsch, J., Haehn, L., & Schlittmeier, S. J. (2024). The effect of aggressive group norms on young adults' conformity behavior in WhatsApp chats: A

- vignette-based experiment. *Scientific Reports*, 14, Article 17389. <https://doi.org/10.1038/s41598-024-67915-9>
- Kuipers, S., Boin, A., & Hart, P. (2023). Studying crisis communication: A bibliometric analysis of the most cited frameworks. *Journal of Contingencies and Crisis Management*, 31(2), 112–127. <https://doi.org/10.1111/1468-5973.12415>
- Ndone, M., & Kyriakopoulos, G. (2025). Beyond the snapshot: Rethinking crisis communication theories in dynamic crisis situations. *Public Relations Review*, 51(1), Article 102487. <https://doi.org/10.1016/j.pubrev.2025.102487>
- Nöhammer, E., Stattmann, M., & Tschiesner, R. (2023). Optimizing the organizational crisis communication portfolio. *Corporate Reputation Review*, 26(4), 231–248. <https://doi.org/10.1057/s41299-022-00156-6>
- Nurhasanah. (2022). *Strategi komunikasi dalam manajemen krisis (Studi deskriptif kualitatif strategi komunikasi krisis: Studi kasus organisasi Wirausaha Muda Nusantara Jawa Tengah)*.
- Rai, P., Gupta, P., & Parewa, B. (2024). Written communication and energy transfer to fix a dysfunctional team: A case study in conflict resolution in an educational institution. *LBS Journal of Management & Research*, 22(1), 37–54. <https://doi.org/10.1108/LBSJMR-10-2022-0066>
- Samblasinio, N. G., & Plaza, R. C. O. (2025). Pathways to wellness: Examining the educational impact of the Scout Movement on junior high school learners. *Randwick International of Education and Linguistics Science Journal*, 6(2), 412–428. <https://doi.org/10.47175/rielsj.v6i2.1178>
- Sugiyono. (2023). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tjosvold, D., Wong, A. S. H., & Wan, P. M. K. (2020). Ethical leaders manage conflict to develop trust. *Leadership & Organization Development Journal*, 41(1), 133–146. <https://doi.org/10.1108/LODJ-10-2018-0363>
- Wulandari, S., Nurfalah, F., & Gani, R. (2021). Social interaction of students in the environment of ISI Communication Science Universitas Swadaya Gunung Jati Cirebon and FIKOM Universitas Islam Bandung. *International Journal of Entrepreneurship and Business Development*.
- Zhao, X., Zhan, M., & Liu, B. F. (2020). How publics react to situational and renewing organizational responses across crises: Examining SCCT and DOR in social-mediated crises. *Public Relations Review*, 46(4), Article 101944. <https://doi.org/10.1016/j.pubrev.2020.101944>